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ABSTRACT

A strategy for including writing of a research paper in a university's advanced intensive English course for students of English as a second language is described. The method consists of eight assignments given over the course of 11 weeks, resulting in a short research paper. The method is designed to minimize error by dealing with specific problems as the students progress through the process. It uses a conference-based, step-by-step approach to assignments and assessment, focuses on writing as a process, and ensures that the paper is original. A detailed weekly schedule of assignments provided as a reference for students, and teacher notes on and discussion of the eight specific assignments, are outlined. The assignments include: (1) preliminary topic selection and library tour; (2) a library sources search and final topic selection; (3) a thesis statement and sources search; (4) a preliminary outline and sources search; (5) a sentence outline and sources search; (6) note card development; (7) a first draft; and (8) a final draft. A list of actual topics and thesis statements and a sample student outline are appended. (MSE)

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THE RESEARCH PAPER FOR ADVANCED ESL STUDENTS

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THE RESEARCH PAPER FOR ADVANCED ESL STUDENTS

Many English language programs across the country include the writing of a research paper as part of the advanced writing courses. As a culminating activity, this requirement offers intensive, integrated practice of a variety of language skills which are stressed throughout the typical university ESL student's English training. Aside from a chapter here and there in ESL writing textbooks, literature on the teaching of the library-based research paper to ESL students is practically non-existent. It would be useful, in view of this situation, for teachers to begin sharing approaches to this task. What follows is an outline of a system which has been developed in the Intensive English Program of the University of the Pacific in Stockton, California.

We use the system in advanced level writing courses in which there are no more than fifteen students per class. These students generally score between 65 and 84 on the Michigan English Placement Test, and in the high 400s or low 500s on the TOEFL. A writing sample is also used for placement; and for some students the only ESL class they take is the advanced writing course.

Basically, the system consists of eight assignments given over the course of eleven weeks. When carried out according to instructions, these generally result in a short but acceptable research paper. In the broadest terms, the system is an attempt to prevent certain serious

problems from occuring. These problems include the last-minute paper, the copied paper, the string-of-long-quotes paper, the pointless paper, and the paper which is nothing more than an involved description, classification, or history--one which lacks an arguable thesis. More specifically, some of its important features are that it 1) is designed to minimize error, 2) makes use of a conference-based, step-by-step approach to assignments and assessment, 3) focuses on writing as a process, and 4) ensures that the paper is original.

Before explaining the system in detail, it would be useful to make a few remarks concerning each of these features so that one can understant why it is set up the way it is.

1. Minimizing Error. Each of the assignments in the 11-week system was developed in response to problems that cropped up as students made their way through the process. With each succeeding semester, we have been able to streamline these assignments so that only the most essential are included. The errors we try to minimize are not just the grammatical ones. The focus is on the typical problems students encounter when having to write their first research paper--problems like narrowing the topic, formulating an arguable thesis, finding relevant sources, reading them selectively, and so on. Grammatical errors are reduced when the students revise their work in accordance with the particular correcting techniques of each teacher. Assignments are redone until they are done correctly. In the act of getting the work right, the students become familiar with the standard techniques of library research.

2. Conference-Based Step-By-Step Approach. The system uses a conference-based step-by-step approach, one which is not found in any textbooks to date. ESL texts generally describe what has to be done, give some examples, and provide a bit of practice; but they do not lead the students step-by-step through the process from the initial idea to the final draft. We feel that if the process is divided into steps--a series of assignments which build upon previous ones--followed up by individual conferences, the students will have a much clearer idea of what research is and how to put a research paper together.

A step-by-step approach to assessment also has advantages. If student work is evaluted at every succeeding step, instead of all at once at the end, the importance of and opportunity for revision--so essential to the process of writing--can be built into the system. Each assignment and revision can be evaluated and graded according to the instructions given in the assignement and discussed during each conference. This provides the teacher and the student with a series of assessments that, when averaged, can be used for a part of the research paper grade. This "process grade" will indicate the student's degree of success in following the process which has been mapped out in advance. The other part of the grade can be for the product itself.

In addition to allowing for a process grade, the regular circulation of work back and forth between the teacher and student (as well as between the students themselves for peer correction) allows the process to be tightly controlled by the teacher and allows the teacher to act as an editor rather than just as a grader. The main advantage of this editorial role is that the teacher and student can develop a

partnership in the writing process. Such a relationship is vital for students whose learning styles demand close attention and regular support.

3. Focusing on Writing as a Process. The system takes into account the current view of writing as a composing process--that it develops in stages: thinking, brainstorming, reading, prewriting, writing, and revision. It requires students to complete a series of assignments--from a set of possible topics through thesis statements, topic and sentence outlines, up to the marking of source material, writing of note-cards, first drafts of each section, and the final paper. Upon completion of each assignment the student receives written and verbal feedback from the teacher so that he or she can revise the work in order to bring it to an acceptable level of quality.

4. Originality. This continual monitoring of the work by the students as well as the teacher ensures that the paper is really the work of the student and thereby minimizes the chances of the student handing in a paper of the kind mentioned at the beginning of this article.

THE WEEKLY SCHEDULE OF ASSIGNMENTS

At what point in an advanced writing class does one begin teaching the research paper? How long does it take? Is it done in class or outside of class? We have found that the entire process can be accomplished in 11 weeks, give or take a few for the faster and slower students. In a typical semester of 14-16 weeks, this means that one needs to get started a few weeks after classes have begun and that a deadline for the final draft can be assigned a week or two before the final week of classes. This provides a one to two-week

buffer period at the end of the semester if things are not going according to schedule.

For the most part, the paper is done outside of class. It is done concurrently with the regular textbook-based writing activities typical of many advanced writing courses. The only time when it is necessary to spend significant amounts of classroom time on the paper is during the latter part of the schedule when the students are writing note cards and their first drafts. Otherwise, one only has to schedule a day of classroom time here and there to work on the paper. These classes cover the library tour, various explanations of assignments due, examples and practice. The bulk of the work, however, is done at home. This allows for using class time to work on the general writing abilities of the students, various reports and essays.

The system consists of eight assignments carried out over the courses of the eleven weeks. This detailed "Weekly Schedule of Assignments", which comprises the heart of the system, was developed by Mary L. Siero of the Intensive English Program at the University of the Pacific. Each assignment, its week number, dates, and duration is listed in the chart below. This particular example shows a schedule for a spring semester beginning in mid January and ending in mid May.

WEEK NUMBER	ASSIGNMENT	DATES	LENGTH OF STEP
1.	Preliminary topic selection & library tour	1/23 - 1/27	one week
2-3.	Library sources search & final topic selection	1/30 - 2/10	two weeks
4.	Thesis statement & sources search	2/13 - 2/17	one week
5.	Preliminary outline & sources search	2/20 - 2/24	one week
6.	Sentence outline & sources search	2/27 - 3/12	one week
7-8.	Note cards	3/12 - 3/23	two weeks
9-10.	First draft	3/26 - 4/4	10 days
10-11.	Final draft (final version of your paper)	4/5 - 4/16	10 days

This chart, plus the "Weekly Schedule," is given to each student for reference. Supplies that they need for the project are a set of large index cards, a particular term paper style manual, and a folder or two in which they can keep all their notes, outlines and xeroxed sources.

The "Weekly Schedule of Assignments" and Teaching Notes

The boxed sections which follow contain the schedule just as the students see it. Following each are notes which explain the assignments given in each week and contain a few teaching suggestions.

Week 1: Library tour and preliminary topic selection (one week)

> Week 1 Assignment from _____ to _____
>
> 1. On a 5" by 8" index card write down at least 3 topics that you would be interested in doing research on. Try to make your topics fairly specific. That is, instead of listing "music" as a topic, you might consider listing "American Jazz in the 20th Century" or "African influences on Caribbean Music", etc.
>
> 2. On the day of your conference be prepared to discuss your topics with your teacher. He should be able to tell you whether your topics are "research-able" or not, and can also tell you where you could find information on the subject.

NOTES: Regarding the preliminary topic selection assignment, there has to be a way of telling the teacher what topics the students are considering. This could take the form of a simple list or it could be a short paragraph in which some explanation of the topics being considered is given. After the teacher has had a chance to check each one, a short conference is scheduled with each student. This can be done in class or in the teacher's office. During the conference narrowing of the topic should be discussed. It is sometimes necessary for the teacher to suggest a few narrow areas so that the student gets the idea. In addition the teacher can usually point the student in

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the general direction of the books or the periodicals, depending on which type of source information on the topic will most likely be found. One must also consider the resources available at local libraries in the event that the resources at the campus library are insufficient.

Two class periods need to be spent in the library, one at the card catalogue, encyclopedias, and stacks, and the other at the periodicals index section. These tours should be arranged in advance and conducted by trained reference librarians, not the ESL teachers. This will allow the students to get to know their librarians so that they will not be too shy to ask for their assistance later on. They should go the library with their topic already in mind so that the tour has a real focus. On the first day they look up their topic in two different encyclopedias to get a general overview of their subject and then look up the topic in the subject card catalogue so that they can find where in the stacks books on their topic are located. They then go to those shelves and carefully select a book or two to check out. The second day is spent at the periodicals index section where they learn to use the Reader's Guide and other specialized indexes. They must find at least one newspaper, magazine or journal source related to their topic on this day. For homework they have to complete a short work sheet which calls for bibliographic information related to the books and periodicals they have chosen.

Weeks 2-3: Library sources search and final topic selection (two weeks)

Week 2 Assignment from _____ to _____

1. Collect books, magazine and journal articles, encyclopedia articles, and newspaper articles relevant to your topic. (You will need to use about 10 sources in your paper.)

2. Skim over each book, article, etc. that you have collected and that you think might contain helpful information. (Quickly looking over these materials--especially titles, subtitles, tables of contents, illustrations, diagrams, etc.--should help you decide if a particular book or article is worth using as a source for your paper.) You should also read the introduction and conclusion of each book or article. If a chapter or article seems useful, xerox it. If not, do not xerox it.

3. Now that you have xeroxed copies of some of your source materials, write complete bibliographical information across the top of page 1 of each xeroxed source. Check each xeroxed page carefully to see if you cut off the page number when you copied it. If you did, write the correct page number somewhere on that page. (This is very important!)

NOTICE: Do not return any books or journals to the library until the teacher has checked this information.

Week 3 Assignment from _____ to _____

1. Continue to collect books, journal articles, etc., relevant to your topic.

2. Repeat steps 2 and 3 from last week.

3. On the day of your conference bring all the source material you have collected, and the xeroxed copies of the source material. At this time your teacher will check your bibliographical information and xeroxes to make sure that you have all the information you need. After your bibliographical information and xeroxes have been checked, you may return the books, magazines and journals to the library.

4. Your final topic is due at the end of this week.

NOTES: Have the students begin with articles from the different encyclopedias. This will give them an overview of their topic and show them that there is more than one way to write about it. As for the other sources, encourage them to use books, magazines, newspapers, and for the more adventurous, scholarly journals. Otherwise, they will tend to stick with only one type. When looking over their xeroxes, check for relevance to the topic, difficulty of language, and the

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ability of the students to note the bibliographic information correctly. Exercise your veto authority when necessary.

Students should have read each source carefully in order to expand their general knowledge of the topic and to see if there is enough information in the sources on the specific, narrow aspect they want to investigate. As a result of this reading, there will be a considerable amount of unavoidable topic shifting. Students may discover other aspects that are more interesting to them, or are easier to collect information on, or may find out they they are not really interested in the topic after all. It may turn out to be too difficult for them or not what they expected.

During the conference the teacher should clear up any difficulties the student is having in using the library, make sure there is a good mix of source types, check each source for relevancy and level of difficulty, discuss content of the sources in general terms, give students the chance to verbalize what they have read, and discuss the various aspects of the topic in order to work at narrowing it down to an appropriate level of generality.

Week 4: Thesis statement and sources search (one week)

Week 4 Assignment from _____ to _____

1. If necessary, continue to collect and xerox materials for your paper. Be sure to follow the instructions previously given.

2. Begin reading your xeroxed source material intensively and selectively. As you read, mark any sections relevant to your topic. Do not write in any library book or journal. After you have read an article or a section of a book, stop and think for a few minutes about what you have read. Then summarize the author's main generalizations on a 5" x 8" card.

3. Formulate a thesis (focus) statement for your paper. Since the thesis statement comes from and is based on what you have read about your topic, it is necessary to have read the source material prior to attempting to write the thesis statement. Write your thesis statement on an index card (5" x 8" size) and bring it to your conference.

4. On the day of your conference bring the xeroxed copies of articles you have read and marked. Also bring your thesis statement written on a 5" x 8" index card and each of your source summary cards.

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NOTES: From week 4 up to week 6 the students continue to collect and xerox appropriate sources. This gives them a total of five weeks, including the two previous weeks, to come up with ten sources. This is plenty of time as long as the students are keeping up with the schedule. Besides the xeroxes themselves, some mechanism is needed that will show whether the student understands the information in the sources. Any of a number of forms can be used: a short summary, a listing of major generalizations with an example or two, or even a short worksheet to be filled out for each source. The aim of these assignments is to ascertain how well the students can sort out the author's main points and supporting information, and to see if the students can pick out the information in the sources which is relevant to their thesis. It is not necessary that such a worksheet or summary be done for every source. But several should be done initially until the students demonstrate that they can extract the proper information from the sources.

By this time the students should have done enough reading to confirm the "researchability" of their topic or to decide on a focus if they have not been able to narrow the topic down yet. This focus should be expressed in a thesis statement which will be turned in prior to this week's conference.

During the conference attention should be paid to narrowing the topic. Stress the importance of reading selectively from here on out. They should be skimming, scanning, and looking only for the bits and pieces of text that relate to their focus. They need to be reminded of this frequently.

The thesis statement should be a true thesis; that is, it should be phrased in a way that calls for an argument or a proof. Formulating such a thesis is a difficult part of the process for many students. It may be necessary for the teacher to help formulate the thesis statements just to keep the students on schedule. In this case the students will have a clear focus even though they could not come up with it by themselves. The aim here is a working thesis, not the final version. Having a working thesis will make it easy to proceed through the rest of the source material reading.

Week 5: Preliminary outline and sources search (one week)

Week 5 Assignment from _____ to _____

1. Continue steps 1 and 2 from last week.
2. Finish the reading you still have to do for your research paper. Make sure that you have xeroxed copies of and complete bibliographical information for each reading. Remember to summarize the author's main generalizations.
3. If necessary, revise your thesis statement.
4. Prepare a preliminary topic outline for your paper. Use your own words, but follow the format given on p. 145 in Writing for a Specific Purpose. (McKay, S. & Rosenthal, L. Writing for a Specific Purpose. Englewood Cliffs, New Jersey: Prentice Hall, 1980.)
5. On the day of your conference bring your xeroxed copies of any new articles you have read and marked, your thesis statement, and your preliminary outline.

NOTES: During this week a rudimentary structure for the paper should emerge. Revision of the thesis statement is sometimes still necessary here, nearly half-way through the process. The outline itself should be fairly detailed--between one and two full pages in length. We require that all supporting information listed in the outline be "indexed". This means that after each supporting item the last name of the author of the source and the page number are put in parentheses (see Appendix). This simple requirement lets the teacher and student know at a glance if there is a mix of source materials to support each of the student's general ideas. This seems necessary because students

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tend to draw on only one source per sub-topic, thinking that one is enough. Requiring them to have supporting information from at least two or three different sources helps them to get an idea of what effective research entails.

It is not necessary at this stage for the outlines to be outstanding examples of logical thinking. They are meant to be working outlines just as the thesis statements are working statements. The outline is seen only as a tool to aid in clarifying the structure of the paper. It should give an indication of the depth and breadth of supporting detail and reveal what gaps need to be filled in. Later on, after the first draft has been written, the outline will need to be revised and updated in detail so that it is clearly logical and completely indexed. This final version of the outline will be turned in along with the final draft of the paper.

During the conference the teacher should work on the logical structure of the outline and check over the supporting detail closely to see that it comes from a variety of sources and in fact supports the generalization it falls under. Most students will need to restructure parts of the outline--rearranging certain sections, deleting and adding others. The two biggest problems at this point involve the overall logical development of the outline and the connections (or lack thereof) between the stated general ideas and the support. Most outlines will have to be re-worked at least once and turned in a few days later. What we are after here is something to map out the progress made so far and give an indication of what still needs to be done in terms of content.

Week 6: Sentence outline and sources search (one week)

Week 6 Assignment from _____ to _____

1. Prepare a sentence outline for your paper. Your sentence outline should consist of one sentence for each item in your topic outline.

2. On the day of your conference bring both your revised preliminary outline and your sentence outline, as well as your new sources and new summary cards.

NOTES: The purpose of the sentence outline is to force the students to compose their own generalizations for each major section and subsection of their outlines. This gives us a chance to work on sentence-level grammar. Each of these sentences can be used in the following weeks as lead sentences on their note-cards. During the conferences we mainly work on the grammar and content of each generalization. Each sentence should correspond to the more general levels in the topic outline. Revisions of topic outlines can also be checked this week.

Weeks 7 & 8: Note cards (two weeks)

Weeks 7 & 8 Assignment from _____ to _____

1. You should know your source material well enough by this time to know exactly what you want to quote or paraphrase in your research paper. Go through your source documents and write "X" in the margin next to anything that you want to quote or paraphrase in your research paper.

2. On _____ please bring the following materials to class.

    1. clean 5" x 8" index cards
    2. your xeroxed source documents
    3. your two outlines

3. On the day of your conference bring all the items in #2 above.

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NOTES: These two weeks are spent selecting facts and opinions to quote or paraphrase. Some of this work can be done in class with the teacher spending a little time with each student. After the marked passages on their xeroxes are cleared by the teacher, the students copy or paraphrase the passages onto note cards. These note cards are then matched with the generalizations written the previous week. It is the teacher's job to check the student's choice of information and how much of each to quote or paraphrase. In addition, the relevance of each piece of information to the generalizations must be verified since a common problem is the mismatching of generalizations with supporting information. When a mismatch is spotted, the students must either return to their sources and get the information which is actually related to their general statements, or compose new generalizations for the information they have gathered together. Obviously, this stage consumes a good deal of time thus accounting for the two-week period reserved for this step. Two by-products of this work worth mentioning are that the very volume of the task motivates the students into note-taking and paraphrasing better than any planned lesson seems to and also reinforces the selective reading of their source material.

Different teachers conceive of note cards in different ways. For some they should contain the raw data from the sources--to be studied with the intention of formulating or matching with generalizations. For others they function as enlarged sections of the outline where detailed support not contained in the outline is laid out.

We are keenly aware that there are as many ways to write a paper as there are students in a class. But we feel that for this first

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research paper assignment, the teacher should guide the students through ONE way of doing it--a thorough and systematic way--so that a solid, conservative foundation is laid. Once they have been through the process from beginning to end and have papers to write for their academic classes, they can modify it according to their individual style.

Conferences are not necessary for this stage if the teacher and students are working closely during class hours. Individual attention can be given in class during these two weeks and assessments noted down without having to schedule conferences separately.

Weeks 9-11: First and final drafts (three weeks)

Weeks 9 & 10 Assignment from ____ to ____

1. Begin working on the first draft of your paper. As you finish writing a section of your paper, turn it in so that the teacher can correct the grammar.
2. The first draft of your paper is due on _____.
3. Each day of class this week bring your preliminary outline, your sentence outline, your index cards, and your marked source documents. In other words, bring everything so that you can work on your first draft in class.

Weeks 10 & 11 Assignment from ____ to ____

1. Continue to bring all items mentioned in #3 above (Weeks 9 & 10) to class so you can continue working on your draft.
2. On _____, turn in all of the following:
   1. your index cards
   2. your final draft: cover page, outline, introduction, body, summary, conclusion, endnotes, and bibliography.
   3. a xerox copy of your final draft.

NOTES: Up to three weeks are reserved for the actual writing of the first and final drafts. In class and at home the students write the first draft from their note cards and outlines. We have them turn in their work section by section so that the grammar can be corrected and the work returned as soon as possible. This continues until each student has finished the body of his or her paper. With grammar problems

out of the way, it is easier for the teacher to spot flaws in logic, organization and content. These flaws can then be worked on before the final draft is turned in at the end of the eleventh week. The main drawback to this section by section production process is that it is sometimes difficult to see whether transitions between sections are smooth. In addition, we sometimes need to refer to previous and subsequent sections before we can comment fully on a given section. It is helpful at this stage for the teacher to keep a xerox copy of each student's revised working outlines on hand so that it is clear which part of the paper a particular section comes from.

The final draft is turned in complete with a cover page, revised outline, introduction, body, summary, conclusion, endnotes, and bibliography. We teach the students to refer to a style manual for the exact format of the paper so that they will know how to use such manuals in the future. We require then to submit the original, which is evaluated and returned, and a copy, which we keep on file. These file copies are used as examples in subsequent semesters and kept to prevent future papers being plagiarized.

We strongly encourage (but don't require) students to have their papers typed by a typist. This forces them to write their drafts clearly and gives them a clean, neat, rather attractive product. After all, they have worked quite hard and we think that their first paper should be something they can be proud of as well as be a model for subsequent papers--one they can refer back to when they have research paper assignments in their academic courses.

INDIVIDUAL CONFERENCES

With our emphasis on the process of writing a research paper, we decided that regular individual conferences with our students would be the best way to monitor their progress. Merely examining the final product says little about how they got from their chosen topic to their final draft. Such regular contact also brings home the idea that writing a research paper is something that does not just happen or that can be done overnight. It is, rather, something that evolves or is shaped over a period of time. In addition, such an approach allows enough flexibility for most students to work at their own speed.

This system requires seven conferences per student--one conference for each of the seven steps leading up to the final draft. During each conference, students present their work for that particular step--e.g., preliminary topic, final topic, xeroxed source material, etc.

When they come to these conferences, some have done their work completely and correctly. Others have done it incorrectly, incompletely, or not at all and thus have to sign up for another conference and re-submit their work. Some might argue against the rather strict schedule we hold the students to. However, we believe that adherence to such a schedule is good discipline for them and can show them how wise it is to follow a plan and not to let a long, outside assignment like this sit until the last minute.

These conferences can present some problems from the teacher's perspective. They often require the teacher to set up extra office hours--the actual number depends on the total number of students in the

class and how much time you budget for each conference. The extra hours can be draining for the teacher, especially if one has several conferences set up back to back and on radically different topics. The exact amount of time per conference will vary from week to week and from student to student, so flexibility is essential. Forceably capsulizing all conferences into short, very to the point sessions may sound ideal, but it may well prove to be too rushed and too pressured for both student and teacher. Students may end up signing up for second or even third conferences. Fortunately, the earlier conferences (e.g., topic selection) can be handled relatively quickly, even during class. For example, while everyone else is working on a non-research paper writing assignment, each student can come up individually for a brief discussion with the teacher. However, later in the term, at the rough draft stage, it is sometimes advisable to cancel regular class meetings altogether for a few days or even a week and to set up conferences instead. After all, students are not likely to be able to concentrate on any other writing assignments at this hectic time. It is advisable to require the work to be turned in a few days before the conference. This allows for more careful consideration of the materials and improves the quality of teacher feedback. It helps avoid spontaneous and disorganized feedback, which does little but confuse the student and frustrate the teacher.

One can start off a conference by discussing in general terms how the student is progressing (or how he feels he is progressing). It is also helpful to ask <u>how</u> he went about completing an assignment. This can help verify that he does indeed understand what is expected of him

and how to do it--as well as that it is his own work. Obviously, it is good to keep the atmosphere relaxed so the student can feel free to ask for clarification if there is something he does not understand, but there are times when one has to be heavy handed. The teacher must make it clear from the outset (with repeated reminders throughout the term) when each step is due and that each step must be completed before the next step is begun. Each step must be presented for evaluation and approval; otherwise, their process grade will suffer.

Regarding this process grade, we assign the research paper a total value of 40% of the final course grade. This 40% is then divided into two parts--the process and the product. Because of our emphasis on the process, we assign 30 of the 40% to the process, and 10 to the product. In addition we make it clear that failure to do the research paper will automatically result in a failing grade in the course, regardless of the other grades.

To determine the process grade, the teacher should assign some sort of grade to each step along the way. To keep track of them, you can have one sheet for each student, with divisions for each step, or you can have one page for each step, with divisions for each student. The advantage of this latter method is that it lets you see how the class as a whole is progressing at each step and thus allows you to compare an individual student's progress with the rest of the class.

Assigning specific grades for each step allows you to arrive at a reasonably objective process grade at the end of the term. However, merely recording OK or GOOD may make it difficult to come to a final letter grade at the end of the term. Consequently, after each

conference it is best to write down the student's strengths and weaknesses and as many other comments, observations and additional assignments as you can. Doing this immediately will maximize the validity of the assessment.

Often, during these conferences, if a student is having problems with a particular step, we have found it helpful to show him examples of acceptable thesis statements, outlines, etc. Sometimes it is necessary to go beyond this and demonstrate how to write a good thesis statement, how to construct an outline (in gramatically parallel form), how a section of an outline can be improved, or how to paraphrase a quote. Even though we present, demonstrate and practice such points in class, some students need one-on-one attention.

This individualized level of contact is perhaps the most important aspect of these conferences. It keeps the teacher informed of the student's progress and of the kinds of problems being encountered. It also gives him a better idea of what to expect when the final paper comes in--and a chance to redirect the student if he is going astray. The student also gets valuable experience in talking out his ideas on academic topics before writing them down. Such verbalization is becoming more widley accepted as a useful component of writing and is used by many proficient writers--native and non-native speakers alike. During these conferences, the student receives the teacher's feedback to his work and his ideas--not totally as an evaluator, but also as an editor--a supportive stimulus to clearer thinking to a more complete examination of the issues, and to a clearer expression. Regular conferences throughout the term cannot and will not solve all the problems involved with the research paper, but they can help put some order into an otherwise chaotic task.

APPENDIX A

Below is a list of actual topics and thesis statements from research papers written by ESL students. They are included to provide an indication of the level most of the students work at and to give the reader an idea of the kinds of topics the students choose to write on. They are listed exactly as they appeared in their final drafts.

	TOPIC	THESIS STATEMENT
1.	Outstanding Effects of Music	Music has a significant effect on people's life. It is used to help in treating sick people and to improve their skills.
2.	What Music Therapy is	Music therapy is a skill of theraputic aims such as the restoration, maintenance and improvement of mental and physical health through music.
3.	The Consequences of Dyslexia	Even with normal or above average intelligence, children with congenital dyslexia have many problems not only in academic development but also in emotional development.

4.	Causes of Down's Syndrome	It has been found that Down's syndrome is caused by a number of genetic disorders and/or hormonal causes.
5.	The Moon's Influence Towards Human Brain and Behavior	Although man has landed on the moon, the ancient belief of lunacy still remains until now, and there is scientific evidence showing the relationship between the moon's phases and the human brain and behavior.
6.	The Origin of Life on the Earth	Ancient people believed that living creatures arose as a result of spontaneous generation, but modern scientists believe that living creatures arose as a result of certain chemical process which can be explained by the thoery of the chemical evolution of life.
7.	Japanese and American Communication Patterns: Perception of Social Structure, Values and Participation	Difference in social structure in America and Japan causes value differences, and in relation to this, the Americans and the Japanese participate differently in communication.

8.	How the Minimum Wage Affects Workers	There are positive and negative effects on workers that result from increasing the minimum wage.
9.	Do We Need Vitamins Everyday?	Vitamins play numbers of roles and they affect our bodies in many ways. Vitamins also can be found in various kinds of food and there are many circumstances that we can become deficiency.
10.	Hypnotism in Police Work	If hypnosis is successful in crime-solving, we should use it in our police departments, but we must never use it if it is not, or if we are not sure whether it works or not.
11.	Air Pollution in the Industrial Countries	What will Happen If We Do Not Control Air Pollution?
12.	The Nuclear Power Industry In The United States	For a developed like the United States, nuclear power is very important in order to satisfy energy needs; cosequently, the nuclear power industry has become very well-known, but it has a lot of problems.

13.	Feldspars and Their Application to the Society	Feldspars are the most abundant minerals in the earth's crust, and because of their physical and chemical properties they can be used in great quantities, especially in the glass and clay industries.
14.	Cigarette Smoking and its Relation to Lung Cancer	Cigarette smoking is related to many diseases and one of the most frequent diseases that is caused by smoking is lung cancer.
15.	Consequences of Drug Abuse in Youth	Marijuana abuse may cause very terrible consequences in our bodies. We should have concerned about this problem and parents also should be aware of these consequences on their children before becames more serious.
16.	Marijuana As Treatment	Gloucoma, Asthma, and cancer are conditions the THC appears to offer the most immediate therapetic potential for.
17.	Should The Government Create Stricter Drug Laws?	The government should make stricter drug laws because the present drug laws do not stop suppliers from making drugs available.

18.	Arab History At The Dawn Of Islam	The dawn of Islam is the period between 610 and 750 A.D., and that was the period of Arab conquests and power which were lost as a result of civil wars.
19.	The P.L.O. And The Middle East	The Palestinian Liberation Organization, which represents the Palestinian people, is both disapproved and approved by Middle Eastern countries.
20.	The Effects of Divorce on Children in the US And The Treatments To Help Them	The Effects of Divorce on Children And How To Help Those Children Is A Major Problem In American Society.
21.	Violence On TV And Children	There is too much violence which appears in movies and programs. This violence has bad effects on children.
22.	T.V. Violence & Children	Some children who watch TV violence develop aggressive behavior.

APPENDIX B -- Sample Student Outline

OUTLINE

Topic: Increasing The World Food Supply.

Assertion: The worldwide demand for food is increasing each year and steps should be taken to make sure that this critical demand be met.

I. Introduction.

II. Causes of demand for food have increased.

A. Overpopulation. (Taeuber p.597) (Vansag p.48-49).

B. Poverty. (George p.I07-I09).

C. Growth Rate and causes of population growth. (Vansag p.48) (Brown p.309) (Taeuber p.597-598) (Corsa p.298b).

III. Ways to increase the food supply.

A. Birth Control. (Corsa pp.298b-299) (Dillon pp.57-58)

B. Increase the availability of existing food.

I) Increase farm output. (Brown pp.3I0c-3I0d) (Novick p.374).

2) Use more new techniques. (Novak p.379-380)(Brown p.3I)d).

3) Reduce demand for feed grain. (Brown p.3I0d).

C. Develop new food sources.

I) Blue-green algae- Spirilina. (Leesley p.4I)

2) High yield seeds from genetic techniques. (Tamarkin pp.90-94) (Saltus p.AI6).

3) Fish as food. (Rothschild pp.2I6-22I).

IV. Support from world for food program. (UNC p.26).

V, Conclusion.

APPENDIX C -- Sample Correction Sheet

C O R R E C T I O N S H E E T

The following symbols will be used when your assignments, quizzes, tests, essays, etc. are edited. Be sure that you understand them. I will not usually correct your work. I will read it, evaluate it, and use the symbols below to indicate the TYPE of error that has been made. It is your responsibility to correct the error before you rewrite your assignment. If after careful thought you still do not know how to correct the mistake, then see a friend or the teacher. This marking system has been designed to make sure that you take the responsibility for knowing how to correct your mistakes. By checking your mistakes and trying to arrive at an acceptable correction, your procfreading and general language skills will improve a great deal. Use this system to help you improve your knowledge of the language.

SYMBOL	MEANING	EXAMPLE
——	wrong form	This crop have been grow in Kedah. In Saudi Arabia we concern about all types of development.
═══	wrong word	Rice is one of the cultivation. From the Japanese help, the electronics industry is now in the rapid development.
⬭	wrong spelling	Another product is pineaple. Must of it is exported to Europe.
X	omit	I want to discuss about agriculture. First, let's look at the rice.
^	insert something	There are resources that are not important as oil. ...but it just for internal use.
~~	I can't understand	Agricultural development means development in all aspects of agriculture, such as in manufacturing and exploitation of natural resources. A few years ago, the Brazilian government has taken the point to look to the East.
wo	wrong word order	Palm oil is produced about 1.5 million tons metric each year. In this paper I would like to discuss in detail, about them.
ρ	punctuation	Padi is grown in Kedah, one of the famous places for rice production, however, rice is also imported from Thailand.
( )	not necessary	The main reason why this type of leader seems to be the most effective (type of leader) is because this type of leader participates in all aspects of the company.

inc	incomplete
ina	inaccurate
✓	OK
✓+	impressive